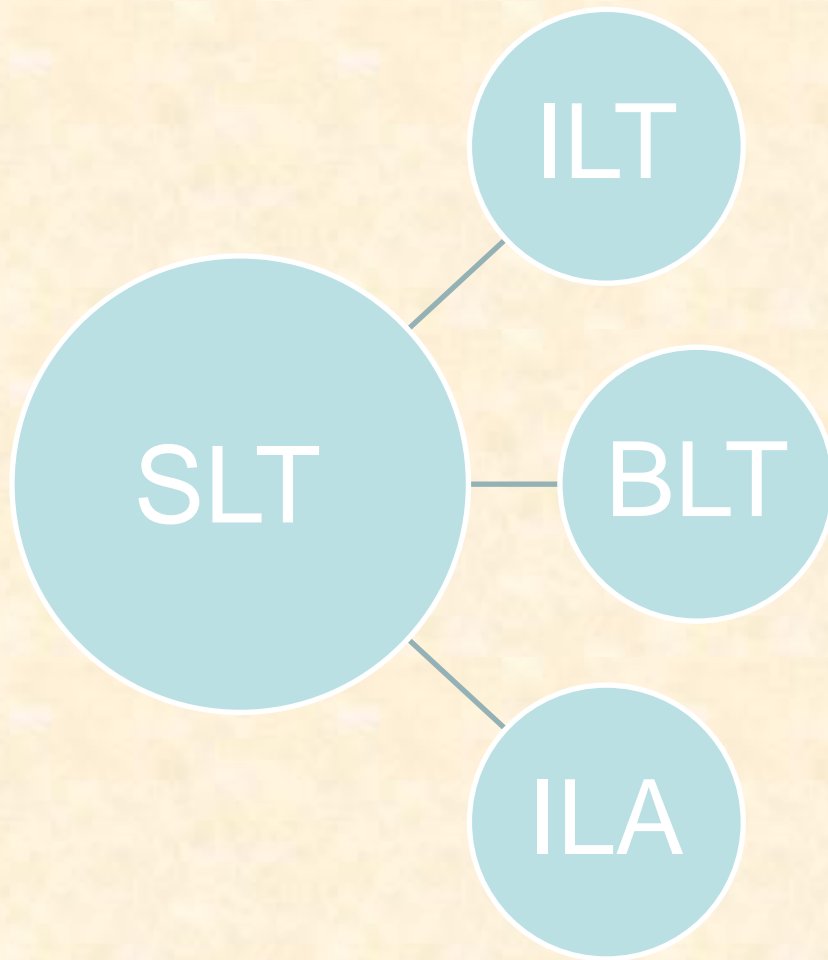


Federal Accountability System Priority and Focus Schools

2013-2014 School Year

November 12, 2013

Supporting Schools



Priority Schools

Criteria for identifying Priority Schools:

- Title I schools
- “D” schools in the lowest 5% of the state, including alternative schools
- Any school with a graduation rate of less than 60% for three consecutive years
- Any school identified in 2010 or 2011 as a PLA (Persistently Low Achieving) School

Focus Schools

Criteria:

- Title I schools
- Schools with the highest within-school gap and lowest progress of bottom quartile students
- Schools with the lowest percent of bottom quartile of students passing AIMS

2013-2014

Priority & Focus Schools

- Cavett
- Hudlow
- Lawrence
- Mission View
- Ochoa
- Robison
- TAP
- Mary Meredith K-12
- Agave

Expectations

- Ensure schools have a shared vision and plan for promoting, enhancing, and sustaining a positive school climate
- Ensure that schools' Continuous Improvement Plans are aligned to identified priorities based on needs assessment
- Create a sustainable system of high expectations that lead to long-term student achievement
- Ensure schools implement a viable curriculum
- Data analysis to guide instruction
- Build capacity of staff to provide research based instruction that addresses college & career readiness
- Develop and enhance administrator leadership skills
- Implementation of Interventions of Turnaround

Implement Interventions of Turnaround

1. Strong, Effective Leadership
2. Effective Teachers
3. Additional Instructional Time
4. Strengthen Instruction Based on Student Need
5. Data that Informs Instruction
6. Environment based on Achievement and Non-Academic Factors that Impact Achievement
7. Engaging Families

LESSONS LEARNED

**Priority SIG Schools: Palo Verde, Rincon, & Project MORE
Transforming Culture & Climate**

Process for Transformation and Turnaround:

- Leadership training
- Professional Development for staff
- Data Analysis training and support
- Training and support to ensure school has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate
- Training and support to develop a comprehensive system to address barriers to learning and re-engage students who have become disengaged

Outcomes: All schools improved state labels

Systemic District Support

- ILA training with Dr. Sanchez
 - All principals and assistant principals attend three times per month
 - Focus areas include:
 - Developing an effective plan
 - Analyzing data (gaps in achievement)
 - Implementing Multi Tiered Systems of Support
- District Protocols for Strategic Support
 - Peer reviewed plan using a common rubric
 - Cross functional district support teams
 - Scheduled walkthroughs each quarter
 - Progress monitoring every three weeks
 - Common walkthrough protocols
 - Action planning with Site Leadership after each walkthrough to determine areas that need further support

Additional District Support

- Continuous improvement plan
 - Developed by site leadership teams
 - Peer Reviewed using a common rubric
 - Continuous support and monitoring from District Teams
- Mentoring for New Teachers
- Data Support for Leadership and Teachers
 - Data analysis
 - Data to guide instruction
- Professional Development Academic Trainer
- School Improvement Team Support
 - Walk Through observations with District and State
 - Liaison with Arizona Department of Education
 - Grant Management and State/Federal Reporting
 - Data Support
 - Professional Development

State Level Support

- Federal grant funding-\$800,000 per year for up to 3 years
- ADE Team site visits
- Implementation Specialists
- Professional development

Arizona State Accountability System D and F Schools

2013-2014 School Year

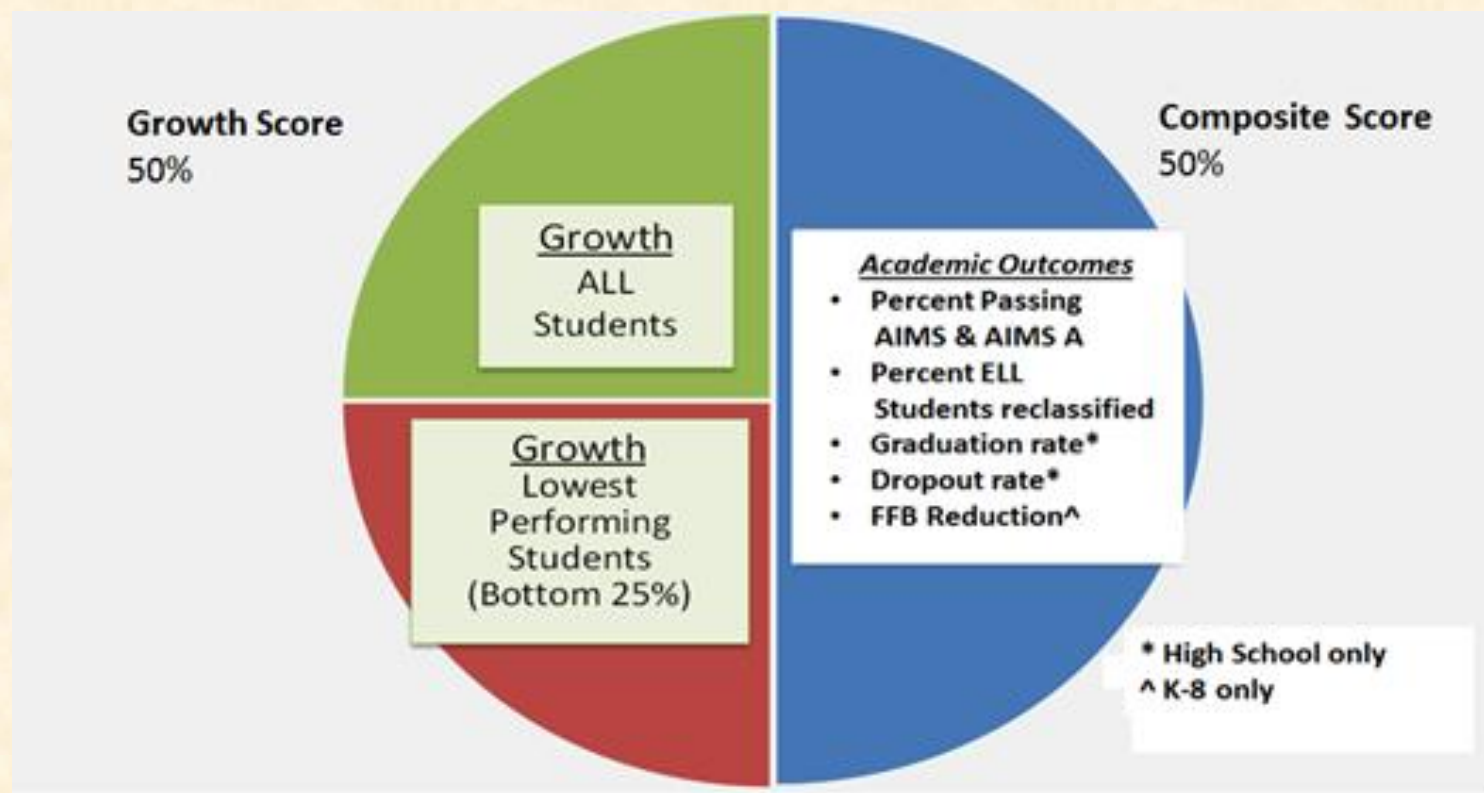
November 12, 2013

D and F Schools

Criteria for identifying D & F Schools:

- Any school in Arizona
- School receives a score of less than 100 points out of a possible 200

State Accountability System



Growth Score + Composite Score = A – F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

2013-2014

D and F Schools

D Schools:

- Catalina HS
- Mary Meredith K-12
- Lawrence 3-8
- Lynn Urquides ES
- Maldonado ES
- Marshall ES
- Mission View ES
- Oyama ES
- Tolson ES

F School:

Johnson Primary

Expectations

- Ensure schools have a shared vision and plan for promoting, enhancing, and sustaining a positive school climate
- Ensure that schools' Continuous Improvement Plans are aligned to identified priorities based on needs assessment
- Create a sustainable system of high expectations that lead to long-term student achievement
- Ensure schools implement a viable curriculum
- Data analysis to guide instruction
- Build capacity of staff to provide research based instruction that addresses college & career readiness
- Develop and enhance administrator leadership skills

Johnson's Label

- Percentage of second-graders who are on track to proficiency on the third-grade AIMS reading and math
- The percentage of second-graders at or above a certain level on the Stanford 10 assessment
- The percent of English-language learners who are reclassified.

District Transformational Model

- Replace principal
- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community –oriented services and supports
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

Johnson Primary

- New Principal
- Viable curriculum
- Professional Development
- Data analysis
- Staff is using data to inform instruction
- Community outreach
- Established a PTO and a site-based School Improvement Focus Group
- Collaboration with Lawrence 3-8

Systemic District Support

- ILA training with Dr. Sanchez
 - All principals and assistant principals attend three times per month
 - Focus areas include:
 - Developing an effective plan
 - Analyzing data (gaps in achievement)
 - Implementing Multi Tiered Systems of Support
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Additional District Support

- Continuous improvement plan
 - Developed by site leadership teams
 - Peer Reviewed using a common rubric
 - Continuous support and monitoring from District Teams
- Mentoring for New Teachers
- Data Support for Leadership and Teachers
 - Data analysis
 - Data to guide instruction
- Professional Development Academic Trainer
- Additional funds from Title 1